DOCUMENT RESUME

ED 169 022 SP 014 023

TITLE	A Handbook for Interdisciplinary Teaming. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Group Relations; *Inservice Teacher Education; Interdisciplinary Approach; *Learning Modules; Teaching Methods; *Team Teaching; Validated Programs

ABSTRACT

The teacher inservice handbook and program described is intended to demonstrate through group exercise how to improve the functioning of a team in an instructional setting. Three main sections are outlined--discovering what the situation is, improving meetings, and improving the quality of relationships. This descriptive report provides additional information on the purposes and content of the materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: A HANDBOOK FOR INTERDISCIPLINARY TEAMING

Publication Date(s): August 1974

Intended Users: Inservice teachers wanting to work in teams

Grade Level(s): K-12

Number: Group use

Primary Focus: Adapting the practice of teaming along unique and personal lines of involvement is the major focus.

School subject(s) and/or in-service topic(s) covered:

The material shows, principally by group exercise, how to improve the functioning of a team. There are three main sections (discovering what the situation is, improving meetings and improving the quality of relationships). Each section has a variety of exercises with goals, objectives and performance criteria clearly stated.

What participant does in using the materials:

The material is designed for group use. Participants use a variety of methodologies, principally group discussion, role and game playing with some independent work included. The material may be used sequentially or in part.

Resources:

The Handbook is self-contained with handouts included. An optional bibliography is appended. The time for each exercise varies from ½ an hour to 3 hours. The time could be continuous (as in a workshop) or broken up according to users' schedules.

Describer critique:

The Handbook is clearly written with precisely established goals and desired outcomes. Participants should find the exercises useful in entirety, in part or at random as the need might arise.

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1.0 PURPOSES:

The handbook is directed toward "adapting the innovation of teaming to the unique developmental levels of use and levels of concern expressed by team users." The exercises are to be used by a consultant as they become relevant to a team's development. The handbook developers base their exercises on previous studies about group interaction and assume that teaming must function best if the individuals who make up the team are 1) comfortable with teaming 2) interact well with their peers 3) recognize their own and others' strengths and working together effectively and 4) wish to explore new and better ways to reach their goal.

Participants should become adept at teaming through the use of this handbook and the workshop developed by the same group.

2.0 CONTENT — Scope and Sequencing of Topics:

SCOPE

The first section is on improving meetings and begins with "Instruments and Questionaires;" designed to teach a team to monitor its own effectiveness. There are six exercises; each would take thirty minutes. This is followed by "Diagnosis Through Interviewing" (personal interviews with members of the team);"Team Effectiveness Rating"(30 minutes); "Diagnosis of Team Effectiveness" (30 minutes).

The second section is on improving the quality of Relationships and begins with "Processing" (2 hours), where members differentiate between content and process questions and learn the value of processing their meetings. "Participation Grids" (30 minutes) is designed to increase and equalize participation by team members. "The Hollow Square Experiment" (1 hour) shows how to plan a task others will do. "Communication Skills to Improve Team Functioning" (2½ hours) improves communication among team members. "Problem-solving Revisited" (4 hours) gives the team a tool for problem-solving. This section closes with "Open and Closed Discussions in Team Meetings" (½ hour) and "Clarifying Norms" (1 hour).

The last main section deals with discovering what the situation is, and begins with "Clarifying Inter-Team Relationships" (1hour); followed by "Getting Reacquainted" (30 minutes) and "Prisoner's Dilemma" (1 hour); which explores trust, betrayal, competition and the merit of a collaborative posture in teaming. This is followed by "Dialog: A Program for Developing Work Relationships" (2 hours) where participants will clarify assumptions they make about each other. "Bringing in a New Member" (2 hours) facilitates adding to the team. "Feedback and Self-Disclosure" (1 hour) has participants diagnosing their own level of feedback and self-disclosure in friendships; which helps them to make decisions to improve the team's relationships. The section finishes with a team development exercise (1½ hours) and a short bibliography.

SEQUENCE

An optional prerequisites or follow-up activity is A Workshop for Interdisciplinary Faculty Teaming secured from the same distributor (see 3.2 and 5.3). While an orderly sequence is presented in A Handbook for Interdisciplinary Teaming, the Handbook exercises may be rearranged.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Materials provided are all exercises with needed handouts in a three ring binder. Participants use a variety of methodologies that include group discussion, role and game playing and independent assignments. A coordinator is recommended.

3.2 Help given in use of product:

The Handbook suggests that any way the exercises are found to be most useful should be used. It is extremely well organized and offers extensive assistance to coordinator.

This may be used after the three-day Workshop (A Workshop For Interdisciplinary Faculty Teaming) or remain independent of the Workshop. This Workshop is thoroughly detailed in the Project literature under the code listing TS 14.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Evaluation is essentially built into the various sections by the many group discussions, feedback mechanisms and self-examination each participant is asked to do. Some evaluation of the team itself is also included.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A coordinator is recommended. All materials are included. Duplicating handouts, arranging for a room and time to meet and having common classroom items such as chalk on hand are all that is required.

5.2 Distributor name/address:

Research and Development Center for Teacher Education
University of Texas
Educational Annex 3.114
Austin, Texas 78712
(512) 471-3844

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
A HANDBOOK FOR INTERDISCIPLINARY TEAMING	$10.00	NO	1 per group or groups	yes

NOTE: A Workshop For Interdisciplinary Faculty Teaming also sells for $10.00. It is a workshop kit in a binder which includes printed material for handouts, bibliography, and notes to the coordinator.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Robert E. Pennington and Julienne K. Pendleton at the Research and Development Center for Teacher Education, University of Texas at Austin. They also developed a workshop on teaming and have done substantial work in this area.

6.2 How developed and when:

This product was developed through extensive research in teaming, group interaction, drawn on various studies in the field. It was field-tested on teachers in six secondary parochial schools and on 30 college faculty members at two parochial colleges (all in Texas). The workshop was revised as a result of suggestions and feedback made during the field-testing.

6.3 Evidence of effectiveness with users:

The results of the field-testing were recorded in two reports. The first was the "F.A.T. Pilot-test Evaluation Report" (based on data collected on the six secondary parochial school teachers); published by Our Lady of the Lake College, October 1973. The second was the "F.A.T. Evaluation," published by Incarnate Word College, January 1974. This latter study covered the data drawn from the field-testing conducted on the 30 college instructors.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material appears to be appropriate for teachers interested in developing the art of team teaching--or furthering their teaching skills. The material is most suitable for groups and may be used sequentially or in part with very little change necessary. The material is clear, well planned and interesting to a variety of professional levels.

Content accuracy/social fairness/community acceptance issues:

The content presupposes an acceptance that team teaching is a desirable skill. Some of the exercises may appear to be risky, since it requires teachers to be very honest and frank in their discussions as well as in some specific sections. The material appears to be free of bias and is well researched, documented and organized.

Overall summary/comment:

The handbook is extremely well designed with many opportunities for expansion by participants. The exercises are interesting with stated goals and objectives and performance criteria which appear easily attainable through the use of the various exercises. Teachers could pick specific exercises at random or could do them sequentially or by section over a period of days or weeks.